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## Education and Social Struggle

By FORMER GOVERNOR BENSON of Minnesota in *The American Teacher*

What, then, do the facts that I have mentioned justify us in concluding?

First, we can no longer honestly preach the doctrine that only by improving the personal character of individuals do you bring about social justice. Social justice or injustice depends in part upon the way society itself is organized. No matter how good the wishes of the individual may be, there comes a point where the social organization, rather than the sentiments of the individual, determines how he shall act.

Next, today's educators have the obligation to go beyond the point reached by Horace Mann. They still have to seek ways whereby democracy's educational facilities may be placed at the service of those citizens who are actively engaged in

the effort to abolish economic inequality.

Third, today's educators have the obligation to develop in their students a more vigorous awareness of the realities of present social struggles, as well as a wish to participate in them for the purpose of bringing about economic democracy.

Fourth, those educators who want to discharge to the full their civic responsibilities will live not only as teachers in the classroom, but also as active members in the struggling groups of their own communities.

Finally, we are now obliged to agree with Horace Greeley, who said in Mann's own time that "before Education can become what it should and must be, we must reform the Social Life from whence it proceeds."